

Tier 2 Notes: Teacher Pathways to Certification



Teacher Pathways to Certification December 2, 2014, 6:00pm – 8:30pm

Key objectives

- Discuss components of teacher waiver process
- Identify key components for teacher certification

Question 1: What would make completing a degree program feasible for potential preschool educators and providers?

1. Theme: Increase accessibility of coursework by ensuring instruction and materials are in multiple languages
 - Access
 - Offered in multiple languages (classes & research/literature)
 - Cultural Competency
 - Courses provided in multiple languages and supporting material.
 - Dual language tracks
 - Diversity of preparation
 - Special education, dual language
 - Different Languages
 - Includes English learning at the same time
 - Language – diverse teachers with EEL needs – e.g., multilingual staff not just translators
 - Dual language cohorts created by culturally sensitive programs
 - RSJI: Considerations and accommodations for students/providers who are ESL professionals.
 - Time to completion.
 - Curriculum that meets the needs of providers who ESL learners.
2. Theme: Offer coursework that creates knowledge-base around cultural competency, language, areas of specialization, and includes service learning and field experience
 - Dual language/multi-cultural courses
 - Specialization – special ed, ELL, math, literacy, B-3
 - Cultural Competency (repeat)
 - Practice-based – including time in classrooms
 - Service Learning Practicum
3. Theme: Create accessibility of courses in location and delivery formats
 - Online Programs
 - Options

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- Online - face-to-face
 - Classes in local communities
 - Flexibility
 - Face-to-face vs. online classes
 - Blended learning – in class alongside practicum
 - Residency Programs
 - Program pays for education; Seattle Teacher Residency model. Employee works for set # of years
 - Community partnership – e.g., neighborhood classes that offer college credits.
 - Access
 - Online, proximity to bus lines, local community centers
 - Community based
 - Neighborhood classes with childcare provided.
4. Theme: Offer flexibility in terms of full- or part-time and alternative schedules
- Flexible time schedules
 - FT or PT
 - Flexible dates and times
 - Weekends
 - Monthly
 - Variable class schedules – morning, evening, weekend
 - Summer Intensive – courses completed over Summer, No break
 - Full time vs. Part time
 - Flexible programs; Multiple Pathways – Hybrid, online, face to face, night class (variety e.g., 1 week, part night/day)
 - Time – outside of work hours
 - Flexibility
 - 4-Year timelines is not feasible for working professionals.
 - Evening/online/weekend school options for all levels.
5. Theme: Provide childcare support
- Childcare Support
 - On-site of classes
 - Financial and Childcare support *was under “Online Programs” in theme 3
 - Access to childcare
 - Childcare available during classes
 - Childcare
 - Childcare
6. Theme: Offer “test out,” credit for prior experience and transfer of credit options
- Accelerated Program
 - “Test out”
 - Demonstrate skills “test out”

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- Transferability of previous credits
- Experience=credits
- Credit for years of experience
- Prior life experience – getting credit for job/work/life experiences in the field of study. E.g., Pacific Oaks, Green River Community College, Antioch
- If receiving a certificate that is transferable outside of WA.
- Grandparenting of previous credited classes. E.g., Social Human Services (SHS) classes is now called ECE classes
- Competency and prior learning credit
- Time
 - Accelerated/Proficiency Based Class Schedules – “test out” of courses once competency is established
- Credit for prior learning and alternative philosophy (e.g., Montessori, Waldorf, etc.)
 - \$\$ for the credits
 - Pay for the assessments
- B.A. in whatever plus Certificate in Waldorf/Montessori, etc. = B.A. in ECE
- Individualize courses – based on previous experience/knowledge

7. Theme: Create financial supports and scholarship opportunities

- Scholarships
 - For whole process renewal – commitment to teach in SEA for X years.
 - Full and partial
- Scholarships
 - For Master’s programs, easier access, increased amounts available
- Funding
 - Supplies
 - Books
 - Tuition
 - Bus Voucher
 - (Childcare) *referenced above
- Money
 - Total State funding –
 - BA programs with cert.
 - MA programs with cert.
- Money \$ Financial Support for tuition, books, release time, transportation, etc...Incentive to achieve completion of degree. Resulting in equal pay according to degree.
- Affordability
- Funding – fully (time commitment to community education)
 - Emergency funding for items that are incidentals
- Salary – comparable to State schedule for teachers
- Tuition Assistance
 - Time!! – paid, release time
 - Money for classes

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- Salary guarantee (residency)
 - Creating funding for college readiness for adults who haven't participated in U.S. education.
 - Financial resources to Pay for Education – Scholarships.
8. Theme: Facilitate access to a pool of qualified substitute teachers
- Subs pool
 - Qualified teachers
 - Community shared
 - High quality substitute teachers
9. Theme: Offer incentives, merit increases and recognition
- Transportation
 - Incentives
 - Achievement bonuses
 - Paid days off
 - Pay increase for milestones
 - Better pay when completed program
 - Incentive
 - Job placement – onsite job fairs, placement support, job counselors
 - Recognition – EC mentioned in legislation, collective bargaining, recognition as a group of professionals – we are teachers!
10. Theme: Create supports, assistance and accountability throughout the process
- Assistance with certification process.
 - Degree program steps clearly communicated
 - Special Services
 - Self Care
 - Mental Health
 - Adult learning styles
 - Technology
 - Verbal/Written skills
 - Theory to Classroom
 - Classroom support
 - Mentors
 - Buddy program
 - Classmates
 - Other program observations
 - Tutoring
 - Counseling
 - Motivation
 - Advisors that are vested (e.g., in with students over period of time), Field supervisors
 - Accountability – working with accredited organizations partnership with city and MERIT (approving of the transcripts)

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- Have field experience – accompanied with the certification and professional supervised practicum. With feedback loops.
- Easy college application process
- Support –
 - Professional
 - Academic (tutoring/mentoring)
 - New student guidance – program support
- Clear pathways with advisors that reflect the community

11. Theme: Increase outreach to recruit participants, particularly professionals of color

- Outreach to recruit
- Recruitment – community outreach
- Deliberate strategy regarding recruitment of professors of color.

Other:

- Q: Will there be reciprocity for out-of-state prep programs?
- 3 Groups
 - No HS Diploma

Question 2: What is the criteria a teacher should be able to demonstrate, in order to be exempt from a degree requirement? – By theme

1. Theme: Proven competency in subject matter

- Prove competency in subject matter * - including foreign degrees.
 - “Test out” (oral, written)
 - Practical observation (class)
 - Dual language proficiency

2. Theme: Child development knowledge and ability to implement developmentally and culturally appropriate curriculum

- Social, emotional, physical, cognitive, language, literacy, science, lesson planning, classroom management, family engagement, art, music.
- Extensive knowledge of child development
 - Articulating the whys and how’s
 - Developmentally appropriate practices
- Demonstrate and articulate the developmental levels of childhood in all domains and apply to practice.
 - Knowledge of.. e.g., social, emotional, cognitive, Gross Motor/Fine Motor skills, language development.
- Develop and implement developmentally appropriate curriculum

3. Theme: Quantity of experience (years) or experience equivalency

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- Credit for years of experience; including out of country experience (in addition to competency exams)
- Minimum experience (ex. 10 years)
- Determine the minimum equivalent number of years of experience to qualify for the waiver.
- Experience Equivalency:
 - Depends on how individual has progress
 - Coursework completion within ____ (not relevant) years, classroom practicum hours ____ (not relevant), continued education up to date.

4. Theme: Relevant professional development, certifications and credentials

- Acceptance of all forms of professional development
 - STARS credits
 - MERIT
 - CDA
 - ECE certification
 - Early Achievers
 - Use of ELG's (Early Learning Guidelines)
- What are the criteria for exempt... Reaching a certain standard on...
 - CLASS test e.g., being observed by people who speak the language of the teacher...
 - Reach a particular number e.g., 4 to exhibit teacher interaction with child development knowledge.
- Align different credential systems e.g., Montessori, Reggio, Project Approach, High Scope
 - Broad assessment standards
- Accept certification programs...e.g., High Scope certified, Montessori certified
- Grandparent of degrees e.g., a degree from 1990 is called something different than in 2014. E.g., SHS vs ECE (recognize previous college classes that were called something else)
- B.A. in a variety of disciplines plus a certificate in a specific specialized curriculum (ex., Montessori, Waldorf).
- Provide a practice based approach to meeting criteria for long term teachers with BA's in other disciplines and other ed received through STARS.
- Allow BA from a variety of disciplines in the Director position (with ECE credits or additional classes in a supporting role).
- Assistant teachers should be able to come with a BA degree in a variety of disciplines and then be able through a practice based measure (ERS and CLASS) to show they meet best practice.
- Outcomes:
 - 4 levels of pedagogy
- Continued education:
 - Abb. version of courses from BA program to make up to date.
 - Shared understanding of knowledge or specialization.

5. Theme: Consistently high ratings from observations and knowledge of assessment tools

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- Knowledge of assessment tools and quality observations
 - Teaching Strategies Gold
 - C.L.A.S.S.
 - ELERS/ECERS
 - Common Core Standards
- Consistently high (distinguished and proficient) ratings by CLASS and ECERS observations over an extended period of time.

6. Theme: Documented competency based portfolio and portfolio completion

- Competency based portfolio including (but not limited to):
 - Video
 - Documentation
 - Cultural responsiveness
 - All degree outcomes
 - Curriculum
 - Data collection and analysis turned into instruction and programs
 - Evidence and use of research-based pedagogy and best practices
 - Family and community engagement
 - Early learning benchmarks
 - Meeting the needs of students with special needs
 - Health, safety and nutrition
- Portfolio completion, observation, demonstration of competencies – written and action, level 3 – for assistant, level 4 – teacher (WA State Core Competencies)
- Demonstrate Proficiency:
 - Portfolio, observation, student outcomes, parent feedback, teacher feedback (K12 teachers)
 - Able to create curriculum, complete observations, structure classroom environment, parent partnerships

7. Theme: Develop an intentional strategy to recruit and support professionals of color, dual language learners and immigrant/refugee populations

- Deliberate strategy of recruitment of accessors of color and cultural matches.
- Immigrant/Refugee ESL should be exempted and give more time to complete than 4 years.
- Provide a dual language program that provides education in first language to meet expectations in classroom. Ex. ECE level 3-5 (ex. Somali providers = 14% of licensed providers in King County)
- Supports and assistance for the students who may need special accommodations (for example; writing, math, reading).

Bike rack:

- If a teacher gets a waiver, will s/he be compensated at the same level as those with BA/AA/etc.? What will those with waivers have to do maintain the waiver?